

# Review of: "Hybrid Approach - A 21st Century Skill in Science Education"

Ziyu Zhou

**Potential competing interests:** No potential competing interests to declare.

The concept of The flipped classroom is no longer new in education, with numerous reported across various disciplines and scientific research related to epistemology, innovative teaching methods, and guidelines.

Science education in grade 6 is significant to encourage students' enthusiasm for scientific questions and research. Here, I would like to point out some key aspects of the cases reported in this paper: [1] What role does the teacher play when students report their findings? Are teachers able to facilitate critical communication on scientific research methods, content, knowledge sharing, and dissemination to some extent? [2] This case reports a classroom with a very small group of students. In most cases, the school's class size exceeds this amount. In a larger classroom, how can we effectively allocate time through various approaches (i.e., grouping or one-to-one discussing) to ensure study effectiveness? Perhaps you can elaborate on your insights in the conclusion and discussion part.

The article lacks an important clarification: What questions did the research answer, and what is its knowledge contribution to the flipped classroom in primary and secondary education? Therefore, I suggest this article be published as a report rather than a research article.